

W E Parker Elementary

41 Crest Road
Edgefield, SC 29824

Grades	PK-5 Elementary School	
Enrollment	506 Students	
Principal	Diane M. Murrell	803-637-4020
Superintendent	Dr. Sharon Keesley	803-275-4601
Board Chair	Sallie B. Cooks	803-663-6539

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	12	74	16	1

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 17 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Good	Unsatisfactory	No
2004	Good	Below Average	Yes
2005	Average	Below Average	Yes
2006	Average	Unsatisfactory	No

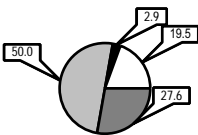
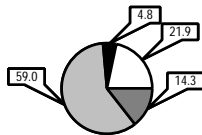
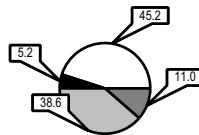
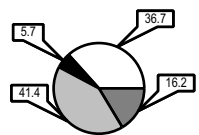
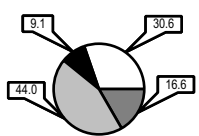
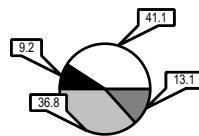
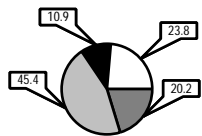
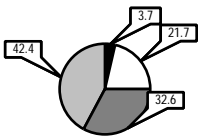
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

93.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	218	92.7	17.9	50.3	28.7	3.1	44.1	Yes	Yes
Gender									
Male	120	92.5	24.1	53.7	21.3	0.9	35.2	N/A	N/A
Female	98	92.9	10.3	46.0	37.9	5.7	55.2	N/A	N/A
Racial/Ethnic Group									
White	90	94.4	13.9	39.2	39.2	7.6	62.0	Yes	Yes
African American	126	91.3	21.1	57.9	21.1	0.0	31.6	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	169	99.4	13.7	49.7	32.9	3.7	50.9	N/A	N/A
Disabled	49	69.4	38.2	52.9	8.8	0.0	11.8	I/S	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	218	92.7	17.9	50.3	28.7	3.1	44.1	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	218	92.7	17.9	50.3	28.7	3.1	44.1	N/A	N/A
Socio-Economic Status									
Subsidized meals	150	92.0	19.5	54.9	25.6	0.0	36.8	Yes	Yes
Full-pay meals	68	94.1	14.5	40.3	35.5	9.7	59.7	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	218	93.6	21.8	58.4	14.7	5.1	38.6	Yes	Yes
Gender									
Male	120	93.3	18.3	62.4	13.8	5.5	37.6	N/A	N/A
Female	98	93.9	26.1	53.4	15.9	4.5	39.8	N/A	N/A
Racial/Ethnic Group									
White	90	98.9	12.0	56.6	19.3	12.0	54.2	Yes	Yes
African American	126	89.7	28.6	59.8	11.6	0.0	26.8	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	169	100.0	14.8	61.1	17.9	6.2	45.1	N/A	N/A
Disabled	49	71.4	54.3	45.7	0.0	0.0	8.6	I/S	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	218	93.6	21.8	58.4	14.7	5.1	38.6	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	218	93.6	21.8	58.4	14.7	5.1	38.6	N/A	N/A
Socio-Economic Status									
Subsidized meals	150	92.0	24.8	63.9	10.5	0.8	30.1	Yes	Yes
Full-pay meals	68	97.1	15.6	46.9	23.4	14.1	56.3	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	218	99.5	45.2	38.6	11.0	5.2	16.2
Gender							
Male	120	99.2	40.5	42.2	10.3	6.9	17.2
Female	98	100.0	51.1	34.0	11.7	3.2	14.9
Racial/Ethnic Group							
White	90	100.0	25.0	45.2	16.7	13.1	29.8
African American	126	99.2	58.9	33.9	7.3	0.0	7.3
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	169	100.0	36.4	43.2	14.2	6.2	20.4
Disabled	49	98.0	75.0	22.9	0.0	2.1	2.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	218	99.5	45.2	38.6	11.0	5.2	16.2
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	218	99.5	45.2	38.6	11.0	5.2	16.2
Socio-Economic Status							
Subsidized meals	150	99.3	56.3	35.4	6.9	1.4	8.3
Full-pay meals	68	100.0	21.2	45.5	19.7	13.6	33.3

Social Studies							
All Students	218	99.5	36.7	41.4	16.2	5.7	21.9
Gender							
Male	120	99.2	30.2	51.7	12.9	5.2	18.1
Female	98	100.0	44.7	28.7	20.2	6.4	26.6
Racial/Ethnic Group							
White	90	100.0	19.0	46.4	21.4	13.1	34.5
African American	126	99.2	49.2	37.9	12.1	0.8	12.9
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	169	100.0	28.4	45.1	19.1	7.4	26.5
Disabled	49	98.0	64.6	29.2	6.3	0.0	6.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	218	99.5	36.7	41.4	16.2	5.7	21.9
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	218	99.5	36.7	41.4	16.2	5.7	21.9
Socio-Economic Status							
Subsidized meals	150	99.3	46.5	38.2	15.3	0.0	15.3
Full-pay meals	68	100.0	15.2	48.5	18.2	18.2	36.4

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	80	100.0	23.1	44.9	29.5	2.6	32.1
	4	66	100.0	25.0	43.8	29.7	1.6	31.3
	5	73	100.0	20.0	58.6	21.4	0.0	21.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	74	91.9	13.4	35.8	46.3	4.5	50.7
	4	78	91.0	20.9	58.2	19.4	1.5	20.9
	5	66	95.5	19.7	57.4	19.7	3.3	23.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	80	100.0	29.5	59.0	11.5	0.0	11.5
	4	66	100.0	15.6	39.1	29.7	15.6	45.3
	5	73	100.0	12.9	55.7	21.4	10.0	31.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	74	94.6	24.6	56.5	17.4	1.4	18.8
	4	78	94.9	22.9	54.3	17.1	5.7	22.9
	5	66	90.9	17.2	65.5	8.6	8.6	17.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	80	100.0	43.6	44.9	11.5	0.0	11.5
	4	66	100.0	32.8	35.9	15.6	15.6	31.3
	5	73	100.0	58.6	31.4	7.1	2.9	10.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	74	98.6	41.7	41.7	13.9	2.8	16.7
	4	78	100.0	44.6	40.5	12.2	2.7	14.9
	5	66	100.0	50.0	32.8	6.3	10.9	17.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	80	100.0	21.8	57.7	17.9	2.6	20.5
	4	66	100.0	18.8	51.6	20.3	9.4	29.7
	5	73	100.0	34.3	55.7	7.1	2.9	10.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	74	98.6	29.2	38.9	23.6	8.3	31.9
	4	78	100.0	31.1	50.0	17.6	1.4	18.9
	5	66	100.0	51.6	34.4	6.3	7.8	14.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 506)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	5.1%	Down from 6.4%	3.6%	2.8%
Attendance rate	97.3%	Up from 97.2%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	6.5%	Up from 4.1%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	6.0%	Up from 3.7%	0.0%	0.0%
Eligible for gifted and talented	4.1%	Down from 9.4%	9.0%	10.4%
On academic plans	50.7%	N/AV	39.8%	33.6%
On academic probation	9.2%	N/AV	1.3%	1.0%
With disabilities other than speech	13.6%	Up from 11.1%	8.5%	7.5%
Older than usual for grade	0.2%	No change	1.2%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 38)				
Teachers with advanced degrees	84.2%	Up from 76.3%	53.8%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	0.0%	2.4%
Teachers with emergency or provisional certificates	0.0%	Down from 2.7%	0.0%	0.0%
Teachers returning from previous year	95.4%	Down from 96.3%	87.3%	87.3%
Teacher attendance rate	94.8%	Up from 91.6%	95.1%	94.9%
Average teacher salary	\$45,084	Up 4.0%	\$42,269	\$42,485
Prof. development days/teacher	10.6 days	Down from 10.9 days	14.2 days	13.3 days
School				
Principal's years at school	16.0	Up from 15.0	3.0	4.0
Student-teacher ratio in core subjects	17.4 to 1	Up from 16.6 to 1	18.0 to 1	18.6 to 1
Prime instructional time	91.4%	Up from 87.5%	89.6%	89.7%
Dollars spent per pupil*	\$7,198	Up 3.5%	\$6,346	\$6,557
Percent of expenditures for teacher salaries*	65.8%	Down from 66.2%	63.4%	64.0%
Percent of expenditures for instruction*	68.1%		68.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 97.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	4.0%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	4.6%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

W. E. Parker Elementary School is a place where the faculty and staff continue to work together to engage students in academically challenging activities. These activities will ultimately develop individuals who are productive citizens, making a positive contribution to society. Again this year our students performed well academically in regular classroom activities and artistically through productions in both music and art. We are committed to producing children who excel in Reading, Writing, Math, Science, and Social Studies.

We have shown gains on our PACT scores, but we realize that we must show continued improvement in order to meet the goals that we set yearly for our school and to meet Adequate Yearly Progress with No Child Left Behind. We would like to see more students in the ranges of Basic and above. After targeting students who could benefit from additional assistance in identified areas we were able to offer numerous programs. These programs included extended after-school enrichment, which was funded by a 21st Century Grant, tutoring for individual students provided by parent volunteers and Foster Grandparents, Compass Lab (computer instruction funded by Title I), Reading Renaissance, classroom grants to enrich curriculum, and Family Reading nights. We also added a mentoring program during the 2005-06 school year. We had mentors from the community work with-at risk students and witnessed great results with this program.

Our teachers and administrators work very hard to encourage community and parental involvement. We realize that in order to accomplish our educational goals, we must work together as a team to meet the needs of our children. Our teachers and administration offer numerous channels for communication and involvement. We also appreciate the hard work of our PTO and School Improvement Council. The PTO provided additional materials to teachers for classrooms. They also assisted with after-school family activities that promoted parental involvement again this year.

Three years ago Parker Elementary School was selected to be a pilot school in South Carolina for Project Read. Through the combined efforts of the Parker faculty and staff, the faculty of Southern Wesleyan University and the experts at Project Read, we have made great strides towards implementing a way of teaching reading and writing in order for no child to be left behind.

Our curriculum is aligned with the State Standards and we strive to provide numerous instructional methodologies to address the different learning styles of our student population. On the early release days this year, our teachers were in training sessions learning different strategies for teaching struggling readers and preparing lessons plans in groups that would satisfy the state standards. Even though we understand the importance of PACT scores, we place great emphasis on other assessments that are used daily throughout the year to check student progress. We are also using the MAP (Measures of Academic Progress) assessment that is administered at least twice yearly. At W. E. Parker we will make every effort to strive to meet the needs of all students and No Child Will be Left Behind!

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	39	62	35
Percent satisfied with learning environment	100.0%	88.3%	97.1%
Percent satisfied with social and physical environment	97.4%	91.8%	91.4%
Percent satisfied with school-home relations	92.3%	91.8%	93.8%

*Only students at the highest elementary school grade level at this school and their parents were included.